



# MEPA ACADEMY

## BEHAVIOUR FOR LEARNING POLICY

THIS POLICY IS WRITTEN FOR MEPA ACADEMY

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## **PURPOSE**

This Behaviour Policy is designed to support MEPA Academy's mission to foster a safe, respectful, and inspiring learning environment through clear expectations and consistent consequences. It provides a guide for students, teachers, and parents/carers to promote positive conduct and manage inappropriate behaviours.

## **OUR CORE BEHAVIOUR FRAMEWORK**

BASIC 5 – Our Foundational Expectations

Students are expected to meet the BASIC 4 daily:

- Uniform – Full MEPA uniform must be worn correctly (including hair, jewellery, and nails).
- Equipment and Homework – Students must arrive fully equipped and complete homework on time.
- Punctuality – Students must arrive on time to school and lessons.
- Conduct Around School – Polite, respectful and safe behaviour is expected at all times.
- Attitude to Learning – students must show a positive and productive attitude towards their learning

Failure to meet the BASIC 4 results in Conduct Points, issued via ClassDojo.

## **CONDUCT POINTS AND ESCALATION**

When 3 Conduct Points accumulate at any point in a year, this will trigger a automatic afterschool detention.

Serious Incidents (listed below) result in automatic Afterschool Detention and loss of one day of Vocational Learning.

Examples of Serious Incidents

- Unkindness or Bullying
- Rudeness to Staff or Students
- Littering
- Truancy
- Dangerous Behaviour
- Failure to Follow Instructions
- Vaping / Smoking

## **CONSEQUENCES LADDER**

### **CLASSROOM AND STUDIO BEHAVIOUR**

<b>Classroom Behaviour</b>	<b>Consequence</b>
Redirection	Verbal conversation reminding of expectations
Warning	10-Min Lunchtime Teacher Conversation
Consequence	Removed from the student's next Vocational Lesson either same day or next day.

When a student accumulates x3 detentions, they will then lose a week's worth of vocational lessons and will complete academic catch-up/additional work in this time, supervised by a member of staff.

## **LATENESS TO SCHOOL**

2 Lates in a Week (after 8:40am) = Same Day Lunchtime Detention

For transport delays, students must provide valid evidence for attendance records.

## **UNIFORM BREACHES**

Student must wear replacement from Lost Property and continue with the lesson. Conduct Point issued.

## **LEAVING THE PREMISE AT LUNCHTIME**

As part of our vision to prepare our students for adulthood, we are launching an incentive for all students within Year 10 and 11 to allow them to consume their lunch off site, between the times of 1:15pm to 1:45pm each day, to encourage and foster their independence and confidence.

Rules that all students are expected to respect and adhere to:

- Be back at MEPA Academy and ready to learn at 1:45pm.
- Uphold the MEPA values, always, inside and outside of MEPA Academy.
- Represent MEPA Academy with pride and respect.

Sanctions if the above rules are not adhered to:

- 1st warning: verbal warning
- 2nd warning: privilege removed for 2 days
- 3rd warning: privilege removed for 5 days.

## **BRING THE ACADEMY INTO DISREPUTE**

Should at anytime a student conduct themselves negatively outside the Academy whilst wearing Academy uniform or be a known student of MEPA Academy.

Sanctions will be put in place to reflect the severity of the behaviour. For example; shoplifting will result in fixed term suspension of five days.

## **SUSPENSIONS (FIXED-TERM) AND PERMANENT EXCLUSIONS**

At MEPA Academy, exclusions (both suspensions and permanent) are used as a last resort and in accordance with the Department for Education's guidance:

*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2023.*

All decisions to suspend or permanently exclude a pupil will be lawful, reasonable, fair and proportionate, and only made by the Principal.

## **FIXED-TERM SUSPENSIONS**

A suspension is a temporary exclusion from the school for a specified number of days (not exceeding 45 school days in a single academic year), which may be continuous or cumulative.

A **Fixed-Term Suspension** of Five Days may be used in response to serious incidents or repeated unacceptable behaviour when other interventions have failed based on:

- Nature of the behaviour
- Prior conduct and disciplinary history
- Impact on others

**Common reasons include:**

- Persistent refusal to follow instructions
- Serious physical or verbal aggression
- Bullying or harassment (including racist, homophobic, or sexist behaviour)
- Assault and swearing at a member of staff or students
- Malicious accusations against staff
- Possession of illegal or dangerous items
- Theft or vandalism

Parents will be informed by phone and letter, and a reintegration meeting will be arranged on return with the Head of Academy.

## **PERMANENT EXCLUSION**

A permanent exclusion is the most serious sanction and means the pupil will not return to MEPA Academy unless the decision is overturned. This decision is made only in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

Permanent exclusion is considered only when:

- There has been a one-off serious offence (e.g. weapon possession, drug supply, serious assault)
- There is a long-term pattern of serious behavioural concerns despite extensive intervention

Examples of Behaviour that May Warrant Permanent Exclusion:

- Serious physical assault with intent
- Possession of a weapon or dangerous item with intent to harm
- Supplying or serious misuse of drugs or illegal substances
- Sexual violence or sexual harassment
- Persistent disruptive behaviour that undermines the safety or learning of others
- Persistent bullying despite intervention
- Deliberate and malicious accusations against staff
- Serious theft or vandalism
- Behaviour that presents a significant and ongoing safeguarding risk
- Swearing directly at a member of staff

Process and Safeguards:

- A thorough investigation will be carried out.
- The pupil will have the opportunity to present their side.
- The Principal will consider all circumstances, including the pupil's age, SEND, and past record.
- Parents/carers will receive a detailed written explanation of the decision.
- A pupil will not be removed from site until parents have been contacted and arrangements have been made, unless it is necessary for safety.

A decision to permanently exclude a student from MEPA Academy is not made lightly and once the decision is made, it is final and can only be made by the Principal. The school will also make a return to education plan or refer to the Local Authority if a student is permanently excluded.

## **BEHAVIOUR-RELATED INVESTIGATIONS**

At MEPA Academy, we are committed to upholding a fair, thorough, and transparent approach when investigating incidents of student misbehaviour. Investigations are conducted in accordance with the principles of natural justice, ensuring that all students are treated with dignity, fairness, and impartiality.

### **PURPOSE OF AN INVESTIGATION**

The purpose of a behaviour investigation is to:

- Establish the facts surrounding an incident or allegation;
- Ensure that decisions regarding sanctions are evidence-based and proportionate;
- Provide all parties with an opportunity to be heard;
- Protect the rights and well-being of all students and staff.

### **INVESTIGATION PROCEDURE**

#### **Step 1: Initial Report**

- An incident is reported by a student, staff member, or parent/carer.
- The report is documented and forwarded to the Head of Academy (SLT).

#### **Step 2: Fact-Finding**

- The investigating member of staff will:
  - Speak to the student(s) involved individually in a safe and confidential setting.
  - Collect written or verbal statements from relevant witnesses (staff and students).
  - Review any CCTV, ClassDojo behaviour logs, or physical evidence if applicable.

#### **Step 3: Student Right to Respond**

- Any student accused of a behaviour breach will be given the opportunity to:
  - Explain their actions or account of the incident.
  - Respond to any evidence shared with them in a supportive and respectful setting.
- If necessary, students may be supported during the conversation by a trusted adult or key worker.

#### **Step 4: Assessment**

- The investigating staff member or SLT will:
  - Review all evidence collected.
  - Consider the context, including age, SEND, social/emotional needs, or any mitigating factors.
  - Determine whether the Behaviour Policy has been breached and the severity of the breach.

#### **Step 5: Outcome and Sanction**

- If a breach is confirmed, appropriate sanctions will be applied in line with the policy.
- Outcomes are logged and shared with parents/carers via phone, letter or email.

- For serious incidents, a formal letter of outcome will be issued and a meeting may be arranged.

### **SUPPORT DURING AND AFTER INVESTIGATION**

- Students may be removed from lessons temporarily during investigations to de-escalate and protect all parties.
- Wellbeing support is offered to both the alleged victim and accused during and after the process.
- Where necessary, restorative meetings may be facilitated to rebuild relationships.

### **SAFEGUARDING AND CONFIDENTIALITY**

- If at any point there is a concern that a child is at risk of significant harm, the incident will be escalated immediately to the Designated Safeguarding Lead (DSL) and investigated under MEPA’s Safeguarding Policy.
- All investigation records are treated as confidential and handled in accordance with GDPR and data protection laws.

### **RIGHT TO APPEAL OR REVIEW**

- If a student or parent/carer believes an outcome is unfair, they may:
  - Request a meeting with a member of the Senior Management Team.
  - Follow the formal MEPA Academy Complaints Procedure if unresolved.

### **POSITIVE RECOGNITION SYSTEM**

We recognise and reward students who exemplify MEPA values.

Merits Awarded For:

- Kindness
- Leadership
- Academic Effort
- Artistic Achievement
- Positive Attitude

Solos, Duos & Trios in performances are awarded by the Principal or Vice Principal for exceptional contribution.

### **MONITORING AND SUPPORT**

Students with repeated behaviour concerns will have support plans developed in partnership with pastoral staff, parents, and carers. Referrals to the Wellbeing Team or external agencies may be made where appropriate.

### **TRACKERS**

For consistent low level behaviour e.g. lateness, incomplete work, uniform or attitude to learning a tracker system is in place to remind students of positive behaviour. Students are required to achieve 75% of the tracker over a week. If they fail to do so, they move to the next level. Students are to show and check in with the staff member who issued the tracker each day.

Level 1		Form Tutor / SENCO
Level 2		Head of Academy
Level 3		Vice Principal

Level 4		Principal
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## **PUPIL SUPPORT PLANS**

Any student who is specifically receiving additional support or has a clear support plan in place, will have a Pupil Support Plan written up for them by either the SENCO or Head of Academy. The plan will be written in partnership with the parent/carer and student. Pupil Support Plans are reviewed and amended every 6 weeks to measure and assess impact.

## **ATTITUDE TO LEARNING**

At times students and their families will require additional support. Teachers log students attitude to learning as part of our assessment reporting process.

Where a consistent low and negative attitude to learning occurs with no improve, removal from Vocational Lessons will be put in place until a positive attitude to learning is in place from the student.

## **ROLES AND RESPONSIBILITIES**

### **STAFF**

- Model expected behaviours.
- Use ClassDojo to track and communicate points.
- Apply policy consistently and fairly.

### **STUDENTS**

- Follow the BASIC 4.
- Engage respectfully in lessons and around school.
- Take responsibility for actions and make amends when needed.

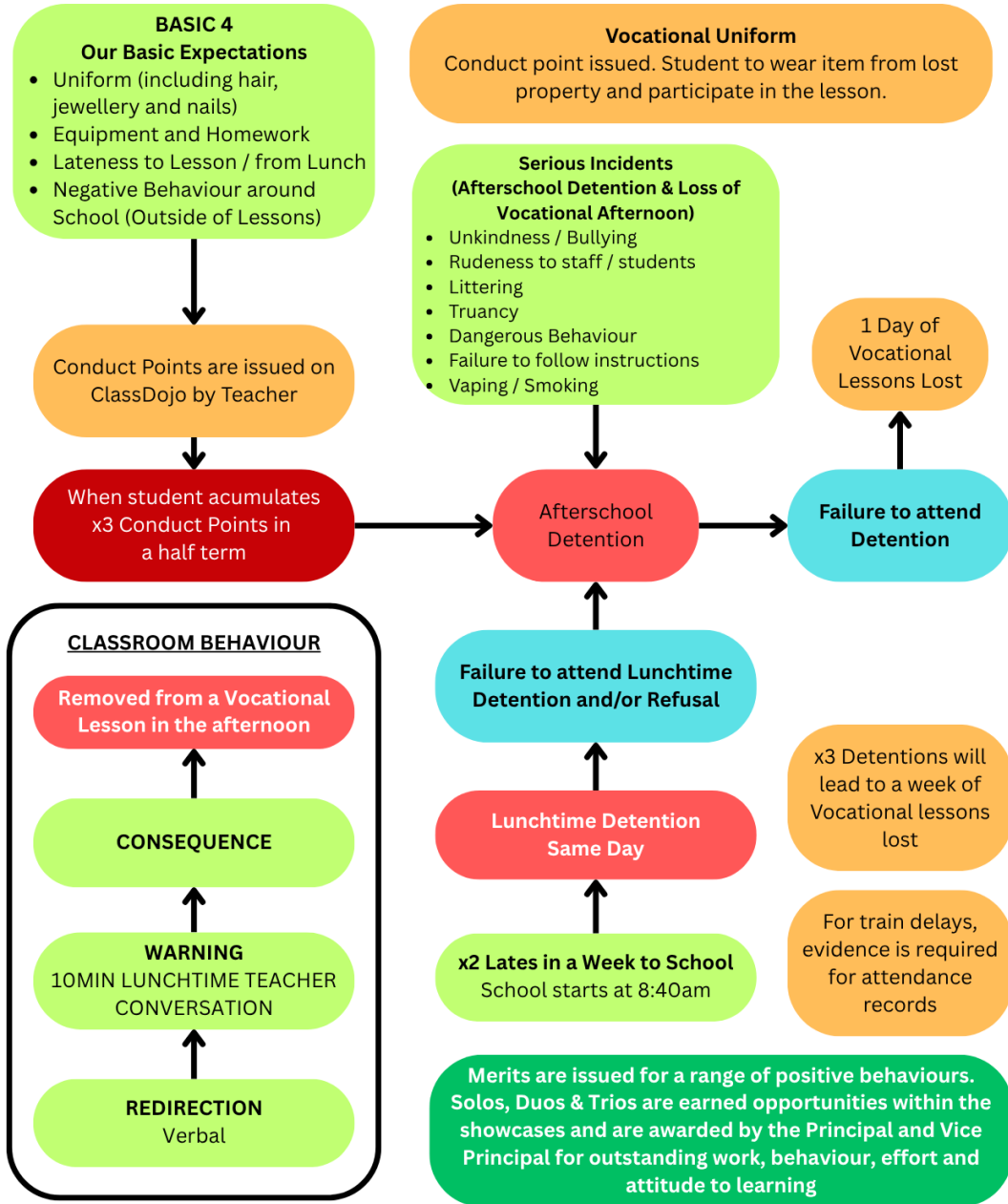
### **PARENTS/CARERS**

- Support MEPA policies at home.
- Monitor ClassDojo updates.
- Work collaboratively with staff to support student development.



# BEHAVIOUR POLICY

A guide for teachers, parents/carers and students on our behaviour policy



**FUSING EDUCATION WITH THE ARTS**  
**DREAM, BELIEVE, ACHIEVE**